

## LO QUE APRENDEN LOS NIÑOS

Los niños japoneses comienzan el primer curso de enseñanza primaria en el mes de abril, una vez cumplidos los seis años. En una clase típica de enseñanza primaria hay alrededor de 30 a 40

alumnos. Entre las asignaturas que estudian se encuentran el japonés, la aritmética, las ciencias, los estudios sociales, la música, la artesanía, la educación física y la economía familiar (para aprender técnicas sencillas de cocina y costura). El número de escuelas de enseñanza primaria en las que se imparten clases de inglés es cada vez mayor. La tecnología de la información se utiliza cada vez más para mejorar la enseñanza y la mayor parte de las escuelas disponen de acceso a Internet.



[http://web-japan.org/kidsweb/explore/spanish/spain/es\\_schools.html](http://web-japan.org/kidsweb/explore/spanish/spain/es_schools.html)

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## CHECKING FOR COMPREHENSION Oral Production Strategies

Linguistic Complexity	Example
Yes/No	Do students start school at age 5?
Either/Or	Do they have a few students or lots of student in their classes?
Fill in the blank	Children in Japan study.....
Who? /What? / When?	Who studies English? How many schools are connected to the internet?
Why? / How?	Why is technology important?
What now? What is going to happen?	How might Japanese schools be different in the future?

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## Key words – find and explain

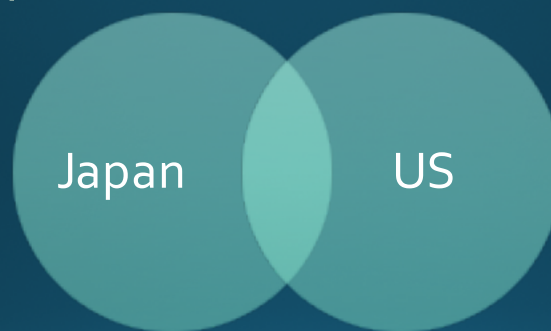
1. abril
2. 30 a 40 alumnos
3. seis años
4. asignaturas
5. cocina
6. se imparten clases de ingles
7. acceso a internet

Remember: Everything is done in the target language.

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## Compare and contrast

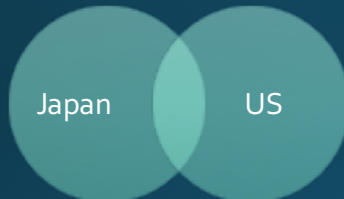


Remember: Everything is done in the target language.

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## Quick Write



What system do you prefer? Why?

Write for 3 minutes.

Justify your response based on the text.

Remember: Everything is done in the target language.

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## Voicethread.com

<https://voicethread.com/share/7573737/>

A screenshot of a Voicethread.com presentation. The title bar at the top reads 'Les écoles autour du monde (Slide 1 of 1)' and includes a user icon and name 'LT Laura Terrill'. The main content area features a video of a young girl in a red shirt and blue skirt running through a muddy, unpaved street in a slum. Overlaid on the video is a text box with the title 'LES CHEMINS DE L'ÉCOLE'. To the left of the video, there is a sidebar with a 'LT' icon and a text box containing the text: 'Les enfants autour du monde vont à l'école. Comparez les similarités et les différences.' Below the text box are icons for editing, deleting, and commenting. At the bottom of the video player, there is a progress bar and a timestamp '0:05 / 0:01'.

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## Getting the most out of a text



Read and/or listen



Talk about it



Write about it

- How can you best use this text in the **interpretive** mode?
- What **interpersonal** conversation would students be likely to have on this topic?
- What might students do in the **presentational** mode as a way of making learning more concrete?

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## Interpretive VIDA ESCOLAR

En las escuelas elementales, las clases se dividen en pequeños grupos para realizar diversas actividades. Por ejemplo, como parte de su educación, todos los días estos grupos de alumnos limpian las clases, los vestíbulos y los patios de su escuela. En muchas escuelas de enseñanza primaria, los alumnos comen juntos en sus clases disfrutando de la comida que prepara la propia escuela o un servicio local de comidas para escolares. Estos grupos de alumnos sirven la comida por turnos a sus compañeros de clase. En las comidas escolares se sirve una rica variedad de alimentos saludables y nutritivos, por consiguiente los alumnos desean siempre con especial interés que llegue la hora de la comida.

[http://web-japan.org/kidsweb/explore/spanish/spain/es\\_schools.html](http://web-japan.org/kidsweb/explore/spanish/spain/es_schools.html)

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Match pictures to vocabulary.



[http://web-japan.org/kidsweb/explore/spanish/spain/es\\_schools.html](http://web-japan.org/kidsweb/explore/spanish/spain/es_schools.html)

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## Interpretive

Read the following opinions about school. Decide who likes school better for educational purposes or who values school for friends and the chance to play.

**Academic Reasons**

**Friends/Play**

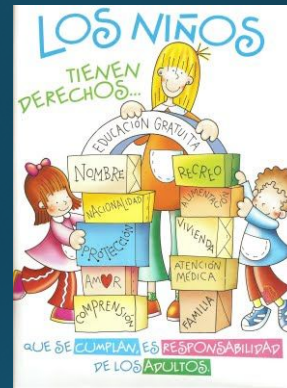
Lo que más me gusta de mis escuela es... El recreo, porque puedo jugar  
**Alexis, 11 años**

Lo que más me gusta de mis escuela es... escribir, estudiar  
**Selena, 12 años**

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## Interpersonal



¿Estás de acuerdo? Por qué o por qué no?

1. La educación es un derecho humano.
2. La educación es el arma más poderosa que puedes usar para cambiar el mundo.

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## Interpersonal



Rabat, Morocco



Bogotá, Columbia

Discuss the different schools with others. Where would you learn best and why? What do these schools have in common with your school? What seems very different?



London, England



Manaus, Brazil

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<https://www.washingtonpost.com/news/answer-sheet/wp/2015/11/13/how-classrooms-look-around-the-world-in-15-amazing-photographs/>

## Presentational

HORARIO					
	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES
9:30 – 10:30	Lengua	Lengua	Matemáticas	Matemáticas	Lengua
10:30 – 11:00	Inglés	Matemáticas	Lengua	Inglés	Inglés
11:00 – 11:30	Matemáticas			Lengua	Matemáticas
11:30 – 11:45	C. del Medio	C. del Medio	C. del Medio	C. del Medio	C. del Medio
11:45 – 12:15					
12:15 – 13:00	C. del Medio	C. del Medio	C. del Medio	C. del Medio	C. del Medio
15:00 – 16:00	Educación Artística (Taller)	Piscina / Ajedrez y otros juegos	Inglés	Piscina/ Ed. Física	Biblioteca
16:00 – 17:00			Ed. Artística (Música)		Consejo

You've just received this schedule from a student who will be moving to your school. He/she is writing to see what is similar and different. Explain your schedule so that he/she will know what to expect. Add any details that seem appropriate and interesting. Be sure to say what you like and don't like about this schedule.

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## ACTIVE Reading Strategies

<b>A</b>	<b>Ask Questions</b>	Students read individually and write questions about the text. The questions can be answered by information found in the text and/or the answers can be inferred from the information given.
<b>C</b>	<b>Connect</b>	Students make different types of connections to the text. They identify text-to-self, text-to-text or text-to-world connections.
<b>T</b>	<b>Track down</b>	Students track down the main ideas. Students at the novice level identify key words, at the intermediate level they identify key phrases/sentence and at the advanced level they identify the key concepts. They are always expected to explain their choice in the context of the text.
<b>I</b>	<b>Infer</b>	Students are asked to identify what the author of the text might have been thinking. They are challenged to answer the question "What was the author thinking that he didn't write?" All answers must be justified within the context of the text.
<b>V</b>	<b>Visualize</b>	Students are asked to draw a visual representation of the text. Those visuals are used as a basis for discussion.
<b>E</b>	<b>Extend Thinking</b>	Students are asked to synthesize the information from the text. They reflect on what has been conveyed in the text use their understanding to make decisions about overall meanings.

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## 6 + 1 Traits of Writing – Ruth Culham

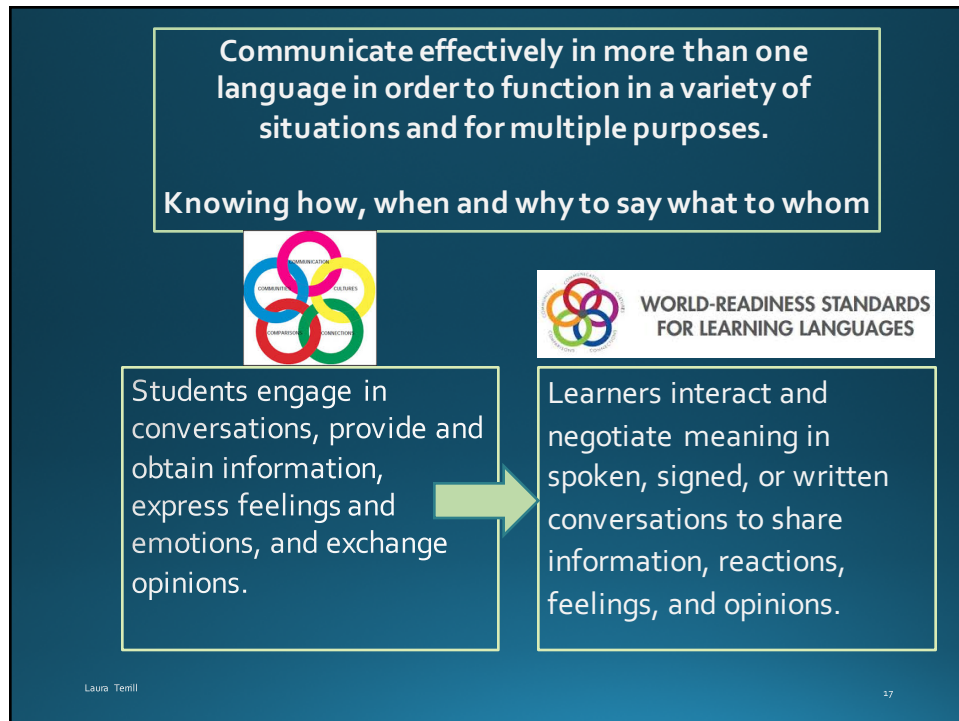
<b>Ideas</b>	"Ideas make up the content of the piece. Writers move from the general to the specific. They describe the bits and pieces of life, the ordinary, in extraordinary ways...They have something to say in their writing that no one else does. Their ideas come alive!"
<b>Sentence Fluency</b>	"Fluent writing is graceful, varied, rhythmic — almost musical. It's easy to read aloud. Sentences are well built. They move. They are varied in structure and length. Each one seems to flow right out of the one before."
<b>Organization</b>	"Herding cats....The art of getting those ideas together, heading them out on the trail with a great sendoff; creating sequence, transitions, and a fine sense of pacing along the way; and, at the end of the drive, rounding them up....."
<b>Word Choice</b>	"Word choice is about the use of rich, colorful, precise language that communicates..... in good descriptive writing, strong word choice clarifies and expands ideas. In persuasive writing, it moves you to a new vision of things. In narrative writing, it creates images in your mind that are so real, you feel like you are part of the story itself."
<b>Voice</b>	"Voice.....the sense that a real person is speaking to you and cares about the message. It is the heart and soul of the writing the magic, the wit, the feeling....."
<b>Conventions</b>	"Students in classes where conventions are valued over everything else get a distorted view of writing...Effective writing classrooms are places where there is a balance between creating interesting, informative, imaginative texts, and editing those texts for conventions."
<b>+ Presentation</b>	"It takes a great deal of effort to overlook a piece's visual problems and respond to its ideas, organization, voice, word choice, sentence fluency, and conventions. How the paper looks influences our reaction to it, no matter how hard we try to keep it from creeping into our overall assessment."

## Interpersonal Mode

Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.







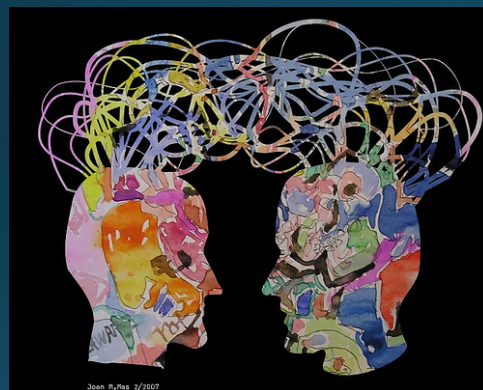


## Interpersonal Communication....

is not	is
one-way communication	two-way exchange.
memorized (skits, dialogues).	spontaneous and unpredictable.
only asking all the questions.	helping each other.
strict turn taking.	following up and reacting; maintaining the conversation
ignoring your partner; waiting to say something.	indicating interest; interactive body language; eye contact.
overly concerned about accuracy.	focused on the message.
giving up when you don't understand.	Asking for clarification if communication fails/falters.

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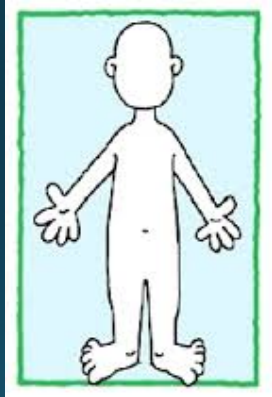
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What is your  
definition of  
meaningful  
communication?

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Have a conversation using the following words.



head	nose
foot	ears
hand	mouth
stomach	knee
eyes	hair

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## Must negotiate meaning – no known or obvious answers

### Lexical Chaining

- What color is Paul's shirt?
- Green.
- That's right. And what color is Ann's sweater?
- Ann's sweater is red.
- Red, yes. And the color of your jeans?

### Known Responses

- What time does school start?
- It starts at 8:05.
- What time do you have French?
- I have French at 10:10.
- Me too. What time do you go home?
- School ends at 3:10.

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# Global Citizenship

## Portfolio Project

You are an exchange student from \_\_\_\_\_ and have the unique opportunity to spend a year in \_\_\_\_\_. As an ambassador for your country and city, you will be sharing lots of information with other students in your new area.

This will be a project that continues throughout the year and you will be adding new information with each unit of study. This project will count as a summative presentational grade each quarter and will be assessed using the presentational rubric. You will share information about your city and country with others by organizing this information in a digital format. Options include powerpoint, prezzi, shutterfly and other digital formats that might be of interest to you.

All cities and/or countries will be assigned first come, first served. Beginning the day after the project is discussed, you may submit your request giving your reasons for wanting to be an exchange student from a particular city. If more than one student requests the same destination, the student with the better reasons will have that destination.

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# Digital Storytelling



Read and/or Listen

Talk about it

Write about it



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## Role Play or Skit?



**Partner A** – Great idea to write lesson plans and give up part of a weekend.....



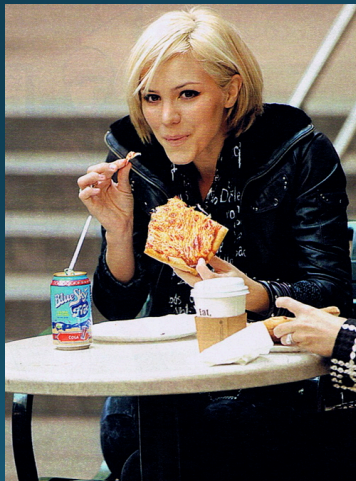
**Partner B** – Are you nuts? It's the weekend.. ..

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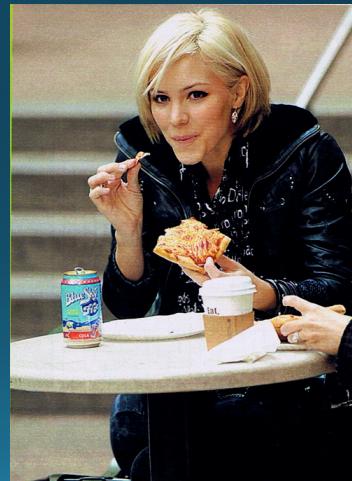
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## Teach Circumlocution

*What's different?*



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## Ask questions



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## Ask Questions



- Who?
- What?
- When?
- Where?
- Why?
- Which would?
- If....then?
- Who can?
- How did?



- In the text "right there" (text explicit)
- In my head "think and search" (text implicit)

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## “Force” Elaboration

Create a sentence that combines the ideas in both images.



1. but
2. not
3. never
4. and
5. because
6. then
7. always



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## “Force” Elaboration

*What did you do  
over the weekend?*

1. I wanted to...
2. I felt bad when...
3. I would have..., but...
4. I was glad that...
5. My parents insisted...
6. I was annoyed...
7. I didn't get to...



Find out what your partner did last night.  
Ask a follow-up question to get more details.

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## High Structure Conversations

### Opinions

- What do you think about\_\_\_\_\_?
- In my opinion, \_\_\_\_\_.
- Well, you may be right, but\_\_\_\_\_.

### What happened?

- Have you heard what happened to\_\_\_\_\_?
- Was it\_\_\_\_\_?
- Not only that, but\_\_\_\_\_.

Sadow, Stephen A., "Creative Activities for Teaching Language" (2010)

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## High Structure Conversations

The students work in pairs. They complete the statements in a logical fashion.

### Looking Bad

- What happened to you, Bill? You look  
\_\_\_\_\_
- Well, Melissa, I\_\_\_\_\_and\_\_\_\_\_.
- Really, did you\_\_\_\_\_?
- Yes, and it\_\_\_\_\_

Sadow, Stephen A., "Creative Activities for Teaching Language" (2010)

## High Structure Conversations

In small groups, students are told to discuss a familiar topic. They are given no further instructions. Some possible themes:

- Mothers
- Fathers
- Grandmothers
- School
- Summer
- A person you admire
- It changed my life!

Use third  
person observer.

Sadow, Stephen A., "Creative Activities for Teaching Language" (2010)

## High Structure Conversations

### Overheard

In pairs or small groups, Students listen to ambiguous statements quoted by the teacher. They work the statement into a conversation or story suggested by the exclamation.

- ...and then he escaped through the window!
- ...no thanks, it has too many calories!
- ...two months in Europe? Incredible!
- ...oh, come on, it wasn't that bad."
- ...stop right there!
- ...that makes me sick!
- ...you are so right!
- ...why don't you look where you are going?

Sadow, Stephen A., "Creative Activities for Teaching Language" (2010)

## 6. encourage self-expression and spontaneous use of language

Hear the conversation you want students to have. Do not teach the conversation.



- Do you want to go to Angers?
- Angers? **I don't know**. I like to go to the beach. Is there a beach?
- No, but there is a great castle and the beach is close to Angers.
- I prefer a town close to the beach. **What about** La Baule?
- **Maybe**, are there museums and good restaurants?
- **Of course**.
- OK, what about 3 days in La Baule and 3 in Angers.
- **Great idea**. Let's go.

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## Vocabulary: **Imagine the conversation.....**

Describe a city	
Comment est la ville?	What is the (city)like?
Elle est/ La ville est...	It is....
Grande, petite, moyenne	Big, small, medium sized
Y a-t-il....	Is there....? Are there....?
Il y a.... Il n'y a pas de....	There is ..../There isn't.....
Il y a un fleuve. Il n'y a pas de fleuve.	a river.
un château, pas de château	a chateau.
une école, pas d'école	school.
un café, pas de café	cafe.
un restaurant, pas de restaurant	restaurant.

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Other	80% (Performance – Real World)			
	During unit	End of unit		
20%	20%	20%	20%	20%
	All modes	Interpretive	Presentational	Interpersonal

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## Student Can-do Statements

I can	Yes	With some help	Not yet
identify where rainforests are found in the world			
identify common features found in rainforests			
say what you want/don't want to do in the rainforest			
comment on foods you eat/drink			
name and describe animals that live in the rainforest			
say why I want or don't want to visit certain places in Puerto Rico			
comment on the weather			

Thematic Unit: In Search of the Coqui – [lauraterrill.wikispaces.com](http://lauraterrill.wikispaces.com)

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## Teacher Observation Can-Do Statements

	identify where rainforests are found in the world	identify common features found in rainforests	say what you do in the rainforest	comment on foods you eat/drink	name and describe animals that live in the rainforest	say why I want or don't want to visit certain places in Puerto Rico	comment on the weather
Student 1							
Student 2							
Student 3							

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